

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	Place date stamp here. <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Grants Administration</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Texas Education Agency</div> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2016 MAR 28 PM 2:08</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Received</div> </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Eagle Pass ISD	159901		
Vendor ID #	ESC Region #		DUNS #
174-6000701	20		87311411
Mailing address		City	State ZIP Code
1420 Eidson Road		Eagle Pass	TX 78852-5880

Primary Contact

First name	M.I.	Last name	Title
Norma	R.	Serna	School Improvement Director
Telephone #	Email address		FAX #
830 773 5181 ext. 1022	nserna@eaglepassisd.net		830 773 7612

Secondary Contact

First name	M.I.	Last name	Title
Samuel		Mijares	Deputy Superintendent C&I
Telephone #	Email address		FAX #
830 773 5181 ext. 1010	samijares@eaglepassisd.net		830 773 7612

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Gilberto		Gonzalez	Superintendent
Telephone #	Email address		FAX #
830773-5181	ggonzalez@eaglepassisd.net		830 773 7252

Signature (blue ink preferred) _____ Date signed _____



Only the legally responsible party may sign this application.

March 21, 2016

701-16-102-043

Schedule #1—General Information (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 159901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	DNA			Funding amount
Member Districts				
2.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 159901			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	DNA	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opportunity to learn has the strongest relationship with student achievement of all school-level factors (Marzano, 2000). **Eagle Pass** ISD will utilize 21st CCLC Grant funds to provide fun and engaging activities for students that boost their academic performance and motivate them to keep attending our program. Through safe and structured before school, after school, and summer extended learning opportunity programming we will complement the school day instruction. Our standards-based learning will provide research-based curriculum and instructional practices to students who have demonstrated the most need for improvement in grades 2-6. Our program will be designed intentionally for each participant to improve academic performance, attendance, behavior, promotion rates, and ensure graduation with college and career ready skills. Our program will be organized around academics, homework, enrichment, approved educational field trips, and snacks. We will have similar operating schedules and our program will use similar staffing patterns to implement our activities.

Eagle Pass ISD plans to implement Texas ACE Centers on five Title 1 campuses, four identified through State Accountability Monitoring, and one through identified needs of over 87% FRL and over 60% ELL. The economically disadvantaged student percentages of these campuses range from 82% to 89%. These centers will provide students who have minimal home-based academic support with before school, after school and summer enrichment that will be developed utilizing the District's scope and sequence, identified TEKS and critical prerequisites, and on-going student data to connect and align with their school day activities, while providing family members with access to the educational process. The activities will be intentionally designed to address specific needs, interests and learning experiences in all core subject areas. The *goal of Eagle Pass ISD*, to ensure academic excellence by engaging students in personally challenging curriculum that is student centered along with extensive evaluation and on-going assessments to measure student and program success, aligns perfectly with the goals of the 21st CCLC Grant to provide academic enrichment through a broad array of activities, enduring experiences, and offer families educational activities.

Located on the U.S.-Mexico border, Eagle Pass ISD serves students who, according to the U.S. Census data, live in one of the poorest counties in the state of Texas. The estimated local per capita income of \$13,668.00 falls dramatically short of the state average. Seventy-five percent of Eagle Pass households show a median household income of less than \$31,395.00 with 30.5% living below the poverty level. Only 56.6% of adults have *high school diplomas* (compared with 81.2% statewide). The purpose of the 21st Century Community Learning Centers Grant is to provide opportunities to students and families in need of academic enrichment. Our ACE plan will provide these opportunities in one of the most high need areas in the state.

Full-time leadership is key to the development, implementation, and sustainability of overall programs and individual sites. Our Program Director and Site Coordinators will recruit high quality staff and create positive work environments built on supportive relationships among staff and students. They will articulate the program's vision, mission, and goals to administrators, students, families, and community leaders to generate support and create greater opportunities for collaboration.

Building relationships with diverse group of supporters helps govern and sustain afterschool programs. Our ACE Advisory Council conducted community and campus needs assessments using the PRIME sample in collaboration with district administrators, school administrators, staff, parents, and students to ensure the process of intentional interventions captures the needs of students and families.

Our goal oriented program will set specific goals for students' academic achievement by using different instructional approaches than those used during the school day. Our designed **Project-Based Learning** activities will address specific learning goals in content areas that will emphasize specific learning expectations that link to the standards with strong concentration on improving basic skills.

In developing the budget, the ACE Advisory Council collaborated with the Superintendent, Finance, Transportation, and Nutrition Directors, Vendors, Region 20, staff and administrators to assist the committee in the development of budgetary costs for transportation, travel, nutritional snacks, professional development, personnel salaries, outside evaluation costs, and materials and supplies.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Required staff will be hired to plan, conduct, supervise and support the project at all five ACE Centers. Counselors will be contracted to serve at each of the centers to provide behavioral, academic support, dropout prevention coaching, college/career counseling, and character education. Highly Qualified Teachers will be contracted on an hourly basis. The ACE Advisory Council will develop the overarching goals and plans for the district. The District's School Improvement Director will serve as the LEA representative for the grant and will work with the Project Director, and Site Coordinators, to develop plans and goals for specific centers. The Advisory Council will include all site faculty and staff, local school faculty/ administrator representatives, parent and community representatives.

The ESC (Region 20), will conduct the overall evaluation of the project. The Project Director, and five Site Coordinators will conduct regular staff meetings with written meeting agendas to include management, organizational topics, as well as specific learning topics to ensure their involvement in decision making. They will conduct on-going evaluations monthly, making adjustments to the programs as needed. Specific methods of evaluation and documentation will be conducted and maintained.

In preparing this grant application, district personnel have ensured that all statutory requirements and all TEA requirements have been met as evidenced by completely and accurately addressing each one individually as requested, and by using the PRIME document as guidance toward this assurance.

Eagle Pass ISD embraces the goals of this grant program as evidenced by current school improvement initiatives and the consolidation of district, state, and local funds to meet the needs for all students. Based on the success of this project, the district will ensure a consolidation of funds will be allocated to continue the initiatives from this project at some level, by using a process of reallocating past project funding to this initiative, and continue to seek future funding.

Students who succeed do so because they have some kind of structure to help them move to the next level. Our high-quality before school, after school and summer program will provide one of the scaffolds for changing the odds of our students in most need.

	Participating Campuses	Targeted Grades	Total No. Students	% FRL	%ELL	Hispanic	American Indian	Immigrants	Migrants
1	Sam Houston Elementary	2-6	470	89.79	59.36	99.57	0.21	0.21	10.21
2	Robert E. Lee Elementary	2-6	360	87.50	62.78	99.72	0	0.83	3.89
3	Rosita Valley Elementary	2-6	486	86.83	43.21	73.66	26.13	0	10.91
4	Benavides Heights Elementary	2-6	344	86.34	41.86	99.42	0	2.03	6.10
5	Seco Mines Elementary	2-6	359	82.17	49.03	99.44	0	0.84	6.41

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 159901			Amendment # (for amendments only):		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$980364.40	\$	\$980364.40
Schedule #8	Professional and Contracted Services (6200)	6200	\$45000	\$	\$45000
Schedule #9	Supplies and Materials (6300)	6300	\$68649	\$	\$68649
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	
Schedule #11	Capital Outlay (6600)	6600	\$31400	\$	31400
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1125413.40	\$	\$1125413.40
Percentage% indirect costs (see note):			N/A	\$	\$56270
Grand total of budgeted costs (add all entries in each column):			\$1125413.40	\$	\$1181683.40
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1125413.40
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$ 56270

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 159901		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher	32		\$509351
2 Educational aide			\$0
3 Tutor			\$ 0
Program Management and Administration			
4 Project director (required)	1		\$89563.40
5 Site coordinator (required)	5		\$308302
6 Family engagement specialist (required)	1		\$30890
7 Secretary/administrative assistant			\$
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist	1		\$15000
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$
24 6119 Professional staff extra-duty pay counselors			\$27258
25 6121 Support staff extra-duty pay			\$
26 6140 Employee benefits			\$
27 61XX Tuition remission (IHEs only)			\$
28	Subtotal substitute, extra-duty, benefits costs		\$
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$980364.40

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 159901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Staff Development	\$40000
2	Required conferences, trainings	\$5000
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$45000
(Sum of lines a, b, and c) Grand total		\$45000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 159901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$68649
Grand total:		\$68649

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 159901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 159901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	Chromebooks	114	\$263.15	\$30000
3	laptops	2	\$700	\$1400
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$31400

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:**570**

Category	Number	Percentage	Category	Percentage
African American	0	0	Attendance rate	DNA
Hispanic	570	100	Annual dropout rate (Gr 9-12)	N/A
White	0	0	Students taking the ACT and/or SAT	N/A
Asian	0	0	Average SAT score (number value, not a percentage)	N/A
Economically disadvantaged	570	100	Average ACT score (number value, not a percentage)	N/A
Limited English proficient (LEP)	240	42	Students classified as "at risk" per Texas Education Code §29.081(d)	100
Disciplinary placements	40	7		

Comments

Click and type here to enter response.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	DNA	%	No degree	DNA	%
Hispanic	DNA	%	Bachelor's degree	37	%
White	DNA	%	Master's degree	DNA	%
Asian	DNA	%	Doctorate	DNA	%
1-5 years exp.	DNA	%	Avg. salary, 1-5 years exp.	42678	N/A
6-10 years exp.	DNA	%	Avg. salary, 6-10 years exp.	44952	N/A
11-20 years exp.	DNA	%	Avg. salary, 11-20 years exp.	52665	N/A
Over 20 years exp.	DNA	%	Avg. salary, over 20 years exp.	68645	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public				110	115	115	115	115							570
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:				110	115	115	115	115							570

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Schedule #13—Needs Assessment

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eagle Pass ISD has an active, established needs assessment process. Needs assessment is not a one-time annual event, but rather an on-going, continuous process, providing district personnel with the information and insight necessary for evidence-based decision-making. The purpose of the needs assessment must be understood and aligned to the shared vision and mission for the district/campus.

The district's needs assessment utilizes a five step process:

- | | |
|----|---|
| 1) | Clarify and Prioritize Problem Statements |
| 2) | Establish Purpose and Team |
| 3) | Gather Data |
| 4) | Data Analysis Review |
| 5) | Root Cause Analysis |

The Eagle Pass ISD's **needs assessment process** is aligned to the State Framework which includes the Texas Accountability Intervention System continuous improvement process. This process provides clarity to the needs of our district, campuses, parents, and community in order to effectively plan actions and make evidence-based decisions.

Our Needs Assessment Process includes five steps.

Step 1: Clarify and Prioritize Problem Statements- These problem statements synthesize the data analysis process into objective statements that bring clarity to the areas that should be addressed as well as pinpoint the gap in the data that is to be further examined through a root cause analysis.

Step 2: Establish Purpose of Needs Assessment and Establish the Team- A clear purpose helps safeguard against assumptions and keeps the work focused on clear and targeted outcomes and answers the question why. Understanding the purpose and objectives ensures all stakeholders are able to provide input using a collaborative approach. Having the right voices at the table is essential. Key players who are vested in the needs assessment process and understand the vision and mission as well as the purpose of the needs assessment are carefully identified.

Step 3: Gather Data – The extensive nature of the needs assessment process provides the information and insight necessary for evidence-based decision making. In order to make informed discoveries to drive decisions, the use of multiple data sources is imperative. This step ensures that all data essential for the completion of a thorough profile have been retrieved. This step also provides an opportunity to collect additional data sources that enhance the team's ability to see all the factors that are impacting student achievement. This data is gathered and organized into user-friendly arrangements and documents.

Step 4: Data Analysis Review- This step allows to gain insight into what the data are saying. It helps identify trends and reveal the big picture through comparisons of data. The intent is to remain objective and reveal the facts of the data in order to identify trends and patterns over time. This step helps align the data and identified needs to the **Critical Success Factors**.

Step 5: Root Cause Analysis- This step helps to identify why a problem has occurred. In order to align actions with areas of need, the root cause must be identified. The 5 Whys protocol identifies reasons that can be directly controlled, allowing for greater impact of desired results. As a result, **prioritized needs are established**.

Established prioritized needs have aligned our proposed activities to meet the needs of our students and their families.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Academic Performance	Analyze student level performance and interest inventories to develop intentional interventions Strengthen student engagement through cognitive, emotional and behavioral domains. Conduct ongoing/continuous student assessment Provide personalized learning activities based on needs Provide scientifically research-based programs/strategies Utilize the Texas ACE website and activity database Provide homework help Provide staff development on Research based instructional strategies: Project Based Learning, Parent Trainings
2.	Improve Attendance	Provide intentional interventions to improve students success at school Build parent and student awareness on student attendance Develop an attendance reward program based on student voice/choice to reward students who meet attendance goals
3.	Improve Behavior	Provide adult advocates for students Provide individual, group, and family counseling Provide student interest activities to enable students to connect learning with their future goals Develop behavior contracts for students with serious issues
4.	Improve Promotion Rates	Develop student, parent, and counselor created personalized educational plan connecting school experience and career plans Conduct parent conferences to ensure understanding of district promotion/retention policies Provide highly qualified teaching staff daily to assist students in remediation and interventions aimed at increasing students' ability to pass core subjects and increase performance in core classes
5.	Improve Graduation Rates	Provide Graduation Coaching activities to promote college awareness and readiness and provide graduation goal or plan based on each students' unique need Provide prescriptive on-line remediation activities that increase the student's ability to perform in classroom

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Schedule #14—Management Plan

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Qualifications: <ul style="list-style-type: none"> • Minimum – Bachelor's Degree in education or related field • Preferred – Masters Degree in education or related field • Strong communication, public relations and interpersonal skills • Strong organization and time management skills • Excellent written and verbal communication skills • High degree of computer proficiency using Microsoft Office • Preferred – Ability to communicate in native language(s) of program recipients • Three years experience in an educational and/ or social work setting • Supervisory experience of small to medium teams • Experience in fiscal/budget management, data reporting, & management information systems • Demonstrated competence in program development, implementation, and evaluation • Working knowledge of local youth service organizations
2.	Site Coordinator(s)	Qualifications: <ul style="list-style-type: none"> • Minimum – Bachelor's Degree in education or related field • Preferred – Masters Degree in education or related field • Ability to maintain positive working relationships with the public and frontline staff • Strong organization and time management skills • Excellent written and verbal communication skills • High degree of computer proficiency using Microsoft Office • Preferred – Ability to communicate in native language(s) of program recipients • Experience working with high risk children and families • Experience in staff supervision • Knowledge of community resources
3.	Family Engagement Specialist	Qualifications: <ul style="list-style-type: none"> • Minimum – Associates Degree in education or related field • Preferred – Bachelor's Degree in education or related field • Strong communication and interpersonal skills • Must be familiar with the community and support agencies • Must be adaptable to meet the needs of the families in the program in addition to working flexible hours to accommodate work in the evening • Experience working in an educational, social service, or family support service setting • Experience with child development and effective parenting techniques • Experience working with families that have diverse cultures and economic background • Preferred – Ability to communicate in native language(s) of program recipients
4.	Evaluator	Qualifications: <ul style="list-style-type: none"> • Knowledgeable of 21st CCLC Grant, Texas ACE and PRIME standards and requirements • Experience in the outside evaluation of 21st CCLC Grants • Knowledge of school system instructional and fiscal responsibilities
5.	Other	Qualifications: <ul style="list-style-type: none"> • Minimum – Master's Degree in guidance counseling • Strong communication and interpersonal skills • Experience working in an educational, social service, or family support service setting • Experience working with families that have diverse cultures and economic backgrounds

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and Procedures	Plans for Attaining Goals/Objectives	Communication
EPISD has a Comprehensive Research-Based instructional plan that provides the following: a framework for strong classroom instruction for all students, with researched materials, administration timelines and assessments for high quality progress monitoring to identify students in need of more powerful instruction; and a framework for delivering interventions that are responsive to student needs. Annual climate and parent surveys effectively gauge strengths and weaknesses throughout the district and provide solid evidence along with data of the success of program.	Monitoring checkpoints have been established and objectives not completed will be identified and corrected. To ensure continuous improvement in the operation of the project, conducted walkthroughs, student and teacher surveys, progress monitoring and grant committee meetings will be used for feedback and corrective action will be taken as needs and documented on the timeline. The advisory committee will provide specialized expertise to enable the campuses to facilitate the grant implementation.	Once the grant is awarded, the project director will initially inform campuses and district stakeholders of the project activities, roles, and responsibilities of all participants listed in the grant, established communication methods, and distribute the grant timeline. In order to keep all program participants informed, four times a year, the project director will chair the Advisory committee meetings to monitor the grant timeline and report the findings. Each month, the project director will report grant timeline progress, problems, and adjustments during one-to-one meetings with the Superintendent.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eagle Pass ISD prides itself in effectively implementing a systematic collaborative approach to monitor evidence of implementation and evidence of impact of all ongoing projects. A District Leadership Team and Campus Leadership Teams have been established exclusively for this purpose.

As a District, every effort has been established to ensure true collaboration of teams to include all stakeholders. As an example, the district has an established District Leadership Team that is implementing the Texas Accountability Intervention System process. All Directors, principals, and recommended team members met to conduct a needs assessment, data analysis, and created a district improvement plan that would meet the exclusive needs of our findings. Once our plan was completed, it was presented to the board of trustees for approval, and then presented at a principals meeting. Instructional officers were trained on the required interventions and have met monthly to review data and plan on possible detrailments. Quarterly reports are presented to principals with a dialogue session to document concerns or recommendations. A Team of Directors then visited every campus to monitor evidence of implementation and evidence of impact of all required activities. A debrief was conducted with every principal with recommendations on findings. The District Leadership Team has an established schedule to meet throughout the year to review all data gatherings and monitoring of project.

Texas Ace Program- access to structured, rigorous, and meaningful Extended Learning Opportunities for our highest need students has been embraced by our selected participating campuses as vital to ensuring our vision for this project to becomes a reality. The district has committed to supplementing multiple areas of the grant funding to ensure full and successful implementation of our Texas ACE Program. The program has been designed with future expansion to other campuses in mind.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Lesson Plan reviews will be check and approved by site coordinators	1.	Lesson plans will reflect Project Based Learning activities
		2.	Lesson plans will reflect integration of technology in the classroom setting
		3.	Lesson plans will be reviewed and approved on a weekly basis
2.	Classroom walkthroughs with feedback/ student, parent surveys	1.	Documented walkthroughs with feedback will be conducted weekly
		2.	80% of student, parent survey responses will be statisfied or highly satisfied
		3.	
3.	Pre and post test intervention assessments, ongoing, continuous, formative and summative assessments	1.	Pre/post, and continuous assessments will be administered, analyzed
		2.	80% of ELL and Economically disadvantaged students will score 75% or higher
		3.	80% of participants will show improvement on EOY tests
4.	Program attendance will be closely monitored	1.	Attendance will be monitored and inputed on a weekly basis
		2.	45 th Day Attendance celebrations will be scheduled
		3.	
5.	Core instruction via digital media	1.	80% of participants will complete a minimum of 1 digital assignment per wk.
		2.	100% of selected grade will read eBooks on assigned Chromebooks
		3.	100% of participants will use digital curriculum based on program reports

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data Collection

Parental permission forms will be obtained for each student participant at the initial session allowing the school to share student information with ACE center personnel. Each ACE employee will be required to sign a confidentiality agreement.

The Project Director and Site Coordinators will work with the PEIMS Coordinator and local school personnel to obtain the following information on participating students: grades, assessment data, RtI information, school attendance, behavior reports, referrals.

Each center will conduct continuous, on-going informal evaluations and review of the program and will meet formally with the Project Director on a monthly basis. On site pre-and post-test intervention assessments will be developed and administered by center personnel. ACE program attendance (for student and family participants) will be taken at each session and or program and documented through the use of rosters/sign-ins. Surveys will be conducted following center activities to determine student perspective related to effectiveness. The computer based instructional materials used for interventions provides student progress reports and time on task. State Assessment results will be reviewed by district personnel. Data will be entered weekly into TX21st Student Tracking by Site Coordinators. Project Director will review data monthly. All guidelines from the PRIME Blueprint will be followed at both the district and site level.

Problem Correction

The districts five step needs assessment process will be implemented at the local school level and at the district level to ensure that the program is operating as designed. Regular progress reviews will be conducted to ensure proper progress at each site. The Project Director and the ACE Advisory Council will review data quarterly. The Site Coordinators and Site Committees will formally review data weekly and informally on a continuous basis. If problems arise, the root cause will be determined and decisions made as to what adjustments need to be made to ensure successful implementation of the program. Problems that appear will be addressed by the committees in a timely manner and adjustments made in programs, processes or procedures as needed. Final Yearly Report will be conducted at the conclusion of the summer session and results will be used to drive the upcoming year's plan.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities

Five school campus sites have been chosen as Texas ACE Centers for before, after-school, and summer student and parent activities using 21st CCLC and PRIME blueprints and standards. Each school campus will serve students in most need of academic improvement at that school. Campus grade levels include grades 2-6.

Participating students will receive academic intervention and enrichment activities designed to align with their school day activities provided by highly qualified teachers. Specific interventions and activities will be developed based upon participant need and interest. The ACE website database will be utilized to identify and implement top rated activities/interventions. One grade level per year will be assigned a chromebook to implement core instruction via digital media. Individual and group counseling services will be provided to each participant. Counseling activities and sessions will address academic, social, emotional and behavioral concerns, depending upon specific needs. Participants will be provided with physical fitness awareness activities, and nutritional snacks. Additional enrichment activities include pre-approved academic based field trips, guest speakers, technology applications, etc. depending upon student needs and interests. Educational development activities will also be developed for participants' families depending upon interest and need.

Transportation

Regular school transportation services will continue for students to be transported home from after-school activities and to and from the center during the school year using a combination of local, state, and grant funding.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All information concerning the Eagle Pass ACE Centers will be disseminated using the ACE PRIME Blueprint recommendations. Student recruitment will be conducted primarily through direct contact with eligible students and their families at the local schools, and home visits. Flyers describing the program, qualifications for participants and location of services will be posted in local schools, businesses, community centers and libraries as well as in the local news media. This information will also be posted on the district and local school website and featured in the district television station. Recruitment for family educational awareness programs will be done through direct contact by the ACE staff and local school personnel. The Project Director will coordinate community awareness efforts through activities such as presentations to community service organizations and faith-based organizations and interviews with local media. The Project Director will also ensure that district level school officials receive monthly communication regarding center activities and progress. Site Coordinators will communicate informally with local school officials on a daily basis and on more formal basis through weekly briefings.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers will receive top rated staff development on implementation of intentional interventions. By providing participants with targeted interventions to address individual identified areas of weakness, students participating in the ACE program will improve their achievement scores on state assessments. These same interventions, along with learning activities aligned with the school day curriculum and homework help will provide student participants with the means to improve daily grades and classroom grades. Enrichment activities in STEM, reading and writing, correlated to school day learning; guidance activities; and parental support programs will increase student engagement in the school process, increase attendance rates, and decrease disciplinary incidents. These enrichment and intervention activities will also increase college readiness for all student participants.

We will provide fun and engaging activities for students that boost their academic performance and motivate them to keep attending our program. Through safe and structured before school, after school, and summer extended learning opportunity programming we will complement the school day instruction. Our standards-based learning will provide research-based curriculum and instructional practices to students who have demonstrated the most need for improvement in grades 2-6. Our program will be designed intentionally for each participant to improve academic performance, attendance, behavior, promotion rates, and ensure graduation with college and career ready skills. Our program will be organized around academics, homework, enrichment, and snacks. We will have similar operating schedules and our program will use similar staffing patterns to implement our activities.

Our goal oriented program will set specific goals for students' academic achievement by using different instructional approaches than those used during the school day. Our designed **Project-Based Learning** activities will address specific learning goals in content areas that will emphasize specific learning expectations that link to the standards with strong concentration on improving basic skills. Ongoing/continuous student assessment will be conducted.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eagle Pass ISD will use funding from a variety of sources to ensure that students and families participating in the ACE program receive the support needed to successfully achieve their goals. Title 1 funds will be used to pay for contract personnel to provide academic tutoring. Title II funds will be used to provide professional development for faculty and staff working with the program. Materials and tutoring needs for English Language Learners participating in the program will be provided through Title III funds.

Local and State funds will be used to meet needs such as facilities, equipment, power, technology infrastructure, etc. Current employees of the Eagle Pass ISD who are funded through state and local funds will provide ACE personnel with support and input in student selection, progress monitoring, and consultation. Transportation administration will aide in the selection of buses, routes, and staff to serve after hours and summer programs. Child Nutrition Program staff will assist in planning and ordering nutritious snacks for after school and summer programs. District Administrators will help provide oversight and fiscal management of project.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- 1) **Objective set of measures-** Through the implementation of the requirements set forth in the PRIME Blueprint for Texas ACE, Eagle Pass ISD will ensure tha each student participant receives the high quality academic enrichment opportunity that will be most beneficial to the individual student.
- 2) **Evidence-based research-** One of the recommendations for reducing the drop out rate presented by the US Department of Education's What Works Clearinghouse is to personalize the learning environment. The underlying principle of the ACE program is that the program is structured to meet individual student needs by developing intentional activities to meet those needs. This focus on the individual student will result in improved academic performance, increase student engagement, and ultimately, college and career ready students.
- 3) **Continous Assessment-** The Project Director and Site Coordinators will work with the PEIMS Coordinator and local school personnel to obtain the following information on participating students: grades, assessment data, Rtl information, school attendance, behavior reports, referrals.
Each center will conduct continuous, on-going informal evaluations and review of the program and will meet formally with the Project Director on a monthly basis. On site pre-and post-test intervention assessments, on-going continuous assessments (formative and summative), will be developed and administered and analyzed by center personnel. ACE program attendance (for student and family particiants) will be taken at each session and or program and documented through the use of rosters/sign-ins. Surveys will be conducted following center activities to determine student perspective related to effectiveness. The computer based instructional materials used for interventions provides student progress reports and time on task. State Assessment results will be reviewed by district personnel. Data will be entered weekly into TX21st Student Tracking by Site Coordinators. Project Director will review data monthly. All guidelines from the PRIME Blueprint will be followed at both the district and site level.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☒ Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eagle Pass ISD has an active, established needs assessment process. This process provides clarity to the needs of our district, campuses, parents, and community in order to effectively plan actions and make evidence-based decisions.

The district's needs assessment utilizes a five step process:

1)	Clarify and Prioritize Problem Statements
2)	Establish Purpose and Team
3)	Gather Data
4)	Data Analysis Review
5)	Root Cause Analysis

Established prioritized needs have aligned our proposed activities to meet the needs of our students and their families.

Located on the U.S.-Mexico border, Eagle Pass ISD serves students who, according to the U.S. Census data, live in one of the poorest counties in the state of Texas. The estimated local per capita income of \$13,668.00 falls dramatically short of the state average. Seventy-five percent of Eagle Pass households show a median household income of less than \$31,395.00 with 30.5% living below the poverty level. Only 56.6% of adults have *high school diplomas* (compared with 81.2% statewide). The purpose of the 21st Century Community Learning Centers Grant is to provide opportunities to students and families in need of academic enrichment. Our ACE plan will provide these opportunities in one of the most high need areas in the state.

The Eagle Pass community currently has numerous programs in place to address the needs of its community. The municipal government operates three community centers which provide after school programs to students, focusing predominantly on fitness concerns. The public library offers free computer classes during the day and has a special library devoted specifically to children. There are over fifty churches in the district, providing a variety of supports to the community. Community organizations such as the Lion's Club, Masonic Lodge, and Knights of Columbus provide services to the community in line with their particular mission and purpose. Additional organizations such as the Boys and Girls Club, Builders for Christ, Community Action Social Services and Educaiton, and Cornerstone Childrens Ranch provide the families of Eagle Pass with support in multiple areas. All of these organizations provide needed assistance to the community, however the degree of effectiveness-especially in the area of education varies.

What the Eagle Pass ISD Ace Project will provide that is not possible through these community agencies and organizations is a partnership with the local district. The activities and interventions provided for students will be directly aligned with the students' regular school day activities. The activities and interventions will be provided by highly qualified educators using research-based strategies. Because they are being conducted at the local school, the educational opportunities provided to Ace participant families will not only provide them with information and educational support, but will also provide them with opportunities to see the school setting in a positive light. Our program will be planned to also accommodate the needs of our working parents. The Ace Center programs will serve to establish and strengthen the bonds between families and the school.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District has consistently maintained academic success in all levels of education. The District has maintained a "Met Standard" rating from the Texas Education Agency. Effective initiatives have been established to support principals, teachers, and students. EPISD has a Comprehensive Research-Based Instructional Plan in place that provided the following: a framework for strong classroom instruction for all students, with core researched materials; administration timeline and assessments for high quality progress monitoring to identify students in need of more powerful instruction; and a framework for delivering interventions that are responsive to student needs. Eagle Pass ISD has made a tremendous commitment and investment to transition our traditional classroom settings into 21st Century technology applications and hardware/software solutions classrooms.

We will improve academic performance through fun and engaging activities for students and parents that boost their academic performance and motivate them to keep attending our program. Our program will utilize innovative instructional and enrichment activities based on research and best practices. Our program will be designed intentionally for each participant to improve academic performance, attendance, behavior, promotion rates, and ensure graduation with college and career ready skills. Positive youth development will be established through a broad array of activities, enduring experiences, and by offering families educational activities that tie to the students educational arena.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every effort will be made to utilize the participation of appropriately qualified senior volunteers in activities carried out through the community learning centers.

- All retired school personnel will be individually invited to participate as a senior volunteer.
- Grandparents will be invited to participate through newspaper articles, newsletters, and the local television station.
- All appropriately qualified senior volunteers will be honored for their volunteer work.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

✓**Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

Eagle Pass embraces the goals of this grant as evidenced by current school improvement initiatives and consolidation of district, state, and local funds to meet the needs for all students. Based on the success of this project, the district will ensure a consolidation of funds will be allocated to continue the initiatives from this project at some level by using a process of reallocating past project funding to this initiative, and continue to seek future grant funding.

- The District will request continued 21st CCLC funding
- The District will make every effort to continue all 5 ACE Centers by consolidating Federal, State, and Local funds and moving from previous projects and programs to sustaining the centers and seek other grant funds.
- Depending on funding, the District may need to reduce the number of hours or weeks the sessions can occur.
- The District will make every attempt to continue some of the centers by consolidation of funds and local school resources.

The Eagle Pass Board of Trustees have **unanimously** written letters of support for this much needed project.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EPISD recognizes that stakeholder input is essential to sustaining a quality educational program. As a consequence, stakeholder input- from a wide variety of parent, community, and business groups- is regularly obtained through focus group meetings, parent/community surveys, Title 1 Coordinating Council, District Advisory Council, and Campus Advisory Council meetings, community forums, principal meetings, and many other opportunities to share and gather information. In addition, the district's website and television channel are optimized as another avenue to keep parents and the community abreast of every facet of the District's activities.

- a) The ACE Advisory Council conducted a community and campus needs assessment following the PRIME guidelines. The assessment was administered through a combination of computer based and paper/pencil survey methods. The Project Director and Site Coordinators will work regularly to solicit feedback from school officials, students, parents and community members on an on-going informal basis.
- b) At the present time the key stakeholders involved in the Eagle Pass Grant Project are the Eagle Pass ISD, Eagle Pass ISD students, and the Eagle Pass ISD families.
- c) Parents are a key part of students' support systems, and their involvement with their children's schooling helps children perform better in school. Parents will be encouraged to take responsibility for their child's education and future by actively participating in this program.

Eagle Pass ISD personnel will take the lead in promoting initial program awareness. Information regarding the program will be shared with community organizations during local meetings – for informational purposes, needs assessment and program evaluation.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Eagle Pass ACE Project will closely follow all guidelines provided in the PRIME Blueprint.

Upon receipt of funding, the ACE Advisory Council will immediately advertise, interview and hire a Project Director. The Advisory Council, along with the Project Director, will then advertise, interview and hire Site Coordinators, the Family engagement Specialist, and Counselors. The Project Director, Site Coordinators, Family Engagment Specialist and key members of the Advisory Council will attend the required TEA training in Austin. The ACE Advisory Council and Project Director will examine current district-wide needs and set the district objectives, define tasks, and assign responsibilities for program implementation. Site coordinators will attend training at Regional Inservice Centers. The Ace Advisory committee will develop the criteria and procedures to be used to determine eligibility for student participation in the program. The Project Director will work with the Site Coordinators and local school administrators to develop a Site Committee at each ACE local school site. This committee will examine their local needs to determine specific site objectives to be addressed under the umbrella of the district objectives. The Project Director will work with the Site Coordinators to hire highly qualified tutors at each center. These tutors (teachers) will be provided with listed trainings.

Full-time leadership is key to the development, implementation, and sustainability of overall programs and individual sites. Our Program Director and Site Coordinators will recruit high quality staff and create positive work environments built on supportive relationships among staff and students. They will articulate the program's vision, mission, and goals to administrators, students, families, and community leaders to generate support and create greater opportunities for collaboration.

Building relationships with diverse group of supporters helps govern and sustain afterschool programs. Our ACE Advisory Council conducted community and campus needs assessments using the PRIME sample in collaboration with district administrators, school administrators, staff, parents, and students to ensure the process of intentional interventions captures the needs of students and families.

Established prioritized needs have aligned our proposed activities to meet the needs of our students and their families.

The ESC (Region 20), will conduct the overall evaluation of the project. The Project Director, and five Site Coordinators will conduct regular staff meetings with written meeting agendas to include management, organizational topics, as well as specific learning topics to ensure their involvement in decision making. They will conduct on-going evaluations monthly, making adjustments to the programs as needed. Specific methods of evaluation and documentation will be conducted and maintained.

In preparing this grant application, district personnel have ensured that all statutory requirements and all TEA requirements have been met as evidenced by completely and accurately addressing each one individually as requested, and by using the PRIME document as guidance toward this assurance.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 1**Center Name:**

Sam Houston Elementary

9 digit campus ID#

159901115

Distance to Fiscal Agent (Miles)

1.3 miles

Grade Levels to be served (PK-12)

2-6

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

200

Number of Adults (parent/ legal guardians only) to be served:

100

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 2**Center Name:**

Robert E. Lee Elementary

9 digit campus ID#

159901106

Distance to Fiscal Agent (Miles)

1.6

Grade Levels to be served (PK-12)

2-6

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

100

Number of Adults (parent/ legal guardians only) to be served:

50

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: Rosita Valley Elementary		
9 digit campus ID#	159901110	Distance to Fiscal Agent (Miles)	6.5
Grade Levels to be served (PK-12)	2-6		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			100
Number of Adults (parent/ legal guardians only) to be served:			50
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
N/A			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: Benavides Heights Elementary		
9 digit campus ID#	159901111	Distance to Fiscal Agent (Miles)	1.3
Grade Levels to be served (PK-12)	2-6		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			95
Number of Adults (parent/ legal guardians only) to be served:			48
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
N/A			
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 3: Center Operation Requirements

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 5**Center Name:**

Seco Mine Elementary

9 digit campus ID#

159901113

Distance to Fiscal Agent (Miles)

5.1

Grade Levels to be served (PK-12)

2-6

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:**

75

Number of Adults (parent/ legal guardians only) to be served:

38

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	N/A			
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.

Center Number: 6**Center Name:****9 digit campus ID#****Distance to Fiscal Agent (Miles)****Grade Levels to be served (PK-12)**

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

Total**Number of Regular Students (attending 45 days or more per year) to be served:****Number of Adults (parent/ legal guardians only) to be served:**

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name				
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 159901			Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Center Number: 7		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.				
Center Number: 8		Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)				
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				Total
Number of Regular Students (attending 45 days or more per year) to be served:				
Number of Adults (parent/ legal guardians only) to be served:				
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
9 digit Campus ID #				
District Name (if different)				
Distance to Center				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 9	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 10	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Operations and Program Coordination

All five Eagle Pass ISD Texas ACE Centers (Sites) are identified as schoolwide campuses. Schoolwide programs under ESEA Section 1114 and Texas Education Code, §29.081 provide necessary funds for the implementation of required service to our students. We will coordinate with these programs to ensure our Texas ACE program supplements to provide our students with the resources they need without replicating services provided through other programs.

Eagle Pass ISD will use funding from a variety of sources to ensure that students and families participating in the ACE program receive the support needed to successfully achieve their goals. Title I funds will be used to pay for contract personnel to provide academic tutoring. Title II funds will be used to provide professional development for faculty and staff working with the program. Materials and tutoring needs for English Language Learners participating in the program will be provided through Title III funds.

Local and State funds will be used to meet needs such as facilities, equipment, power, technology infrastructure, etc. Current employees of the Eagle Pass ISD who are funded through state and local funds will provide ACE personnel with support and input in student selection, progress monitoring, and consultation. Transportation administration will aide in the selection of buses, routes, and staff to serve after hours and summer programs. Child Nutrition Program staff will assist in planning and ordering nutritious snacks for after school and summer programs. District Administrators will help provide oversight and fiscal management of project.

The Advisory Council will coordinate with campus administration utilizing student data and teacher recommendations to develop the criteria and procedures to be used to determine eligibility for student participation in the program. This team will coordinate to identify and recruit students who are most in need of academic assistance and develop a plan for retaining those students in the program. The program will provide fun and engaging activities for students that boost their academic performance and motivate them to keep attending our program.

Our program will be designed intentionally for each participant to improve academic performance, attendance, behavior, promotion rates, and ensure graduation with college and career ready skills. Our program will be organized around academics, homework, enrichment, approved educational field trips, and snacks. We will have similar operating schedules and our program will use similar staffing patterns to implement our activities.

The activities will be intentionally designed to address specific needs, interests and learning experiences in all core subject areas. Through these efforts we hope to reach the goals of our 21st CCLC Grant: ***to provide academic enrichment through a broad array of activities, enduring experiences, and offer families educational activities.***

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each Ace Center will provide extended learning opportunities for identified students Monday through Thursday for 3 hours daily totaling 12 hours per week, for 35 weeks to include 6 weeks in summer.

Each Center will have a rotation of additional, systematic, explicit instruction for identified students.

Staffing

One dedicated full-time project director with sufficient experience to manage, coordinate, and oversee day-to-day operations of all grant activities will be hired. The project director will create productive working relationships with staff, partners, vendors, and the independent evaluator to accomplish the goals of the grant. Project director will attend mandatory workshop, required trainings, conferences, workshops, meetings, and all teacher staff development trainings. The project director will conduct and document ongoing, internal monitoring of program to ensure compliance with requirements and provide feedback to program by conducting site observations, data reviews, surveys of stakeholders, and related activities.

One dedicated full time site coordinator with sufficient experience is required per center. A designated work space at each center will be readily available during the school day. Site coordinators will coordinate all program activities in order to meet the needs of the program and all participants, including students and families before, afterschool, and summer; obtain, analyze and use campus and student level data and student voice to coordinate the development of intentional activities at each center; and oversee the collection, coordination, and entry of data into the state's 21st CCLC data system. Site coordinators will attend required trainings, conferences, workshops, meetings, and all teacher staff development trainings.

One family engagement specialist is required. Family engagement specialist will provide families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development.

Appropriate levels of staff will be allocated to comply with and participate in all projects.

Counselors will be contracted at each center.

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Safety is in the minds of all educators. Each site has an installed doorbell and camera for entrance security. Each visitor is required to sign in and out and follow protocols already established at each site. Parents will have to sign students out following site protocols. All adult employees will be required to go through fingerprinting and a background check. Every effort will be made to ensure safety of all student and staff.

ACE safety self-assessment guide will be utilized at all 5 Texas ACE centers.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each Texas ACE Center will be required to use the Texas ACE Blueprint for Activity Planning, Alignment, and Quality. Each site will utilize the District's Year - At - A - Glance Document which details the district's curriculum timeline for the entire school year. This document along with Teacher Lesson Plans are housed on-line through our District's Eduphoria software. These documents will be utilized to align the school day with the extended learning opportunity. Each Extended Learning Opportunity will be carefully planned and executed to expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills, and provide opportunities for our youth to practice skills through fun, engaging and interactive activities.

Our Project Based Learning activities will be planned out using the 5-E model lesson plan template to provide students the opportunity to Engage, Explore, Explain, Elaborate, and Evaluate. Students will have an assigned Chromebook to provide additional instruction via digital learning.

All student data will be house on Eduphoria as well as TX21st. This will ensure teachers have student data at their fingertips. Student assessment and data analysis will be an ongoing continuous process.

Careful planning by the site coordinator will need to be carried out before the start of each day in order for students to be accounted for and properly placed to best suit their unique needs each day. This requires careful documentation of the students' activities each day and monitoring to ensure progress and individual needs are met according to need and interest.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While the Eagle Pass ACE Advisory Council will develop a broad, overarching plan for the program, each individual ACE site will develop its own plan to address the specific needs of students being served at that site. Site coordinators will participate in Regional Training before implementation of the grant program. Communication between the Site Coordinator and local school faculty is essential in evaluating program effectiveness and ensuring that tutorial and enrichment activities align with the regular school day curriculum. Site Coordinators will work with local school faculty and staff to obtain student level review information on student grades, achievement test scores, attendance and behavior, etc. Each participating student will also be given an interest inventory and learning styles assessment. This information will be used to develop an individual plan for each student and both tutorial and enrichment activities will be intentionally designed. The Site Coordinators with the guidance of the Project Director and counselor will examine individual student needs to determine specific areas to address with a focus on identified students who are at risk of academic failure or dropping out of school. Individual and site based activities will be designed, using the PRIME Blueprint, to meet student needs.

Instruction will be adaptable to the academic and developmental needs of students. Factors to be considered in activity development include: areas of academic weakness and strength, student interest, student learning styles, family needs, and student's non-academic needs (i.e., attendance, behavior, etc.) These factors will determine placement in small-group, whole-group, or individualized instruction.

While site plans may be semester or year-long, they are fluid and subject to change based on the needs of students and families participating in our project.

The planned staff to student ratios for the proposed sites and activities will not go over 20 to 1. Small-group and individual instruction will be provided at every site as needed.

On-going communication with local school personnel will be used to ensure that participants are transferring their after school learning to the regular school day environment. Site Coordinators will examine data formally each week and input in TX21st to track student progress and determine when changes should be made in the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The family engagement specialist will work collaboratively with the project director and site coordinators to implement family engagement strategies for all centers to include:

- Communicate regularly with all parents regarding their child and program;
- Determine types of activities families want and need, including working families by conducting needs assessments and surveys;
- Provide outreach and service referrals that address familial needs that may be barriers to student success;
- Maintain a family resource center;
- Plan, coordinate, and implement on-going, consistent, collaborative activities for families that include assistance in how to support their children in academic pursuits and career readiness; developing parenting skills; building literacy; making meaningful connections in the school community and with collaborating organizations; and personal skill building; and
- Coordinate services with programs within the school and community;

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A report from Southwest Educational Development Laboratory (2002) states that "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more". The report states that regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school; and
- Graduate and go on to postsecondary education

The family engagement specialist will coordinate with the project director and site coordinators to recruit participant families and assist in the coordination of family engagement strategies across all five centers.

The family engagement specialist will design outreach and communication plans to engage families and encourage them to participate in their children's education and strengthen the skills they need to ensure their children's success in school. All communication to parents will be provided in both English and Spanish.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eagle Pass ISD realizes the positive impact parental involvement has on advancing student achievement. Our Title 1 program supports a Parent Center in our district. This parent center unfortunately is across town from all our proposed Texas ACE centers. By providing our parents with direct services at each site, we hope to increase the parental involvement at these campuses.

Understanding that the reason many parents do not participate in schools is because they work, we will make efforts to accommodate parents' working schedules.

The Family Engagement specialist will plan, coordinate, and implement on-going, consistent, collaborative activities for families that include:

- assistance in how to support their children in academic pursuits and career readiness;
- developing parenting skills;
- building literacy;
- making meaningful connections in the school community and with collaborating organizations; and
- personal skill building;

The Family Engagement Specialist will develop (with the collaboration of the Advisory Council, Project Director, Site Coordinators, counselors and site administration) a set schedule for each Texas ACE site.

All parent training information (topic, date, place, time) will be disseminated via invitations to all parents, flyers, reminders, and posted on the District's website.

All information regarding parent trainings will be provided with ample time to ensure parents have the opportunity to make plans/arrangements to attend.

Surveys/evaluations will be collected after each training to receive immediate feedback to better serve our parent participants.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 159901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 159901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 159901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 159901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 159901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 159901		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 159901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 159901

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 2

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter☒ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☒

Total Nonprofit Participants

Total nonprofit schools participating:

Total nonprofit students participating:

Total nonprofit teachers participating:

No nonprofit schools participating: ☒No nonprofit students participating: ☒No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter☐ Documented phone calls☐ Meetings☐ Fax☐ Email☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified☐ What services will be offered☐ How, where, and by whom the services will be provided☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 159901

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:	Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students: # of teachers:			Activity #1 end date
2	School name:	Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students: # of teachers:			Activity #2 end date
3	School name:	Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students: # of teachers:			Activity #3 end date
4	School name:	Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students: # of teachers:			Activity #4 end date
5	School name:	Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students: # of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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